

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV147

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Susan Castagna

Official School Name: St Athanasius School

School Mailing Address: 2510 Ashland Avenue
Evanston, IL 60201-2319

County: COOK State School Code Number*: 05-016-556X-10

Telephone: (847) 864-2650 E-mail: scastagna@saintas.net

Fax: (847) 475-7385 Web site/URL: www.saintas.net/iweb/home.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Sister Mary Paul McCaughey Superintendent e-mail:

District Name: Archdiocese of Chicago District Phone: (312) 534-5212

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Joan Johnson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV147

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV147

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	14	19	33
K	11	8	19		7	17	20	37
1	19	21	40		8	23	13	36
2	19	29	48		9	0	0	0
3	22	25	47		10	0	0	0
4	15	23	38		11	0	0	0
5	19	20	39		12	0	0	0
Total in Applying School:								337

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
9 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	3
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2010	365
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 1%

Total number of students who qualify: 3

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This is an accurate estimate of the percentage of students from low income families which was calculated using information on submitted financial aid applications.

10. Percent of students receiving special education services: 10%

Total number of students served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>9</u>
Paraprofessionals	<u>1</u>	<u>10</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>2</u>
Total number	<u>25</u>	<u>25</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

“Come for the education; stay for the community,” sums up the St. Athanasius School (St.A’s) experience for thousands of students and parents throughout its 88 year history. Located in Evanston, Illinois, a vibrant, diverse suburb comprising many races, religions and levels of income, St.A’s enrolls students from Evanston, the surrounding suburbs and the northside of Chicago. As a Catholic community whose mission is to challenge students to achieve academic excellence, develop their talents and gifts, and inspire them to become community leaders in imitation of Christ, St.A’s has an outstanding educational program that attracts parents and students. It is this academic excellence in conjunction with a participative, multi-generational support system that bonds families to St.A’s for a lifetime.

The highly dedicated faculty, staff and administrators, some serving St.A’s students for more than 25 years, form the core of the community. Nearly two-thirds have Masters’ degrees and 90% lead co-curricular activities in addition to teaching the challenging curriculum. Core teachers, art, music, PE, Spanish, French, technology and resource specialists work in collaborative teams to foster a love of God and learning.

The St.A’s experience is strategically structured to provide maximum learner independence within an integrated, student-centered support system. The foundation is the Unit System, a unique educational structure that enhances both instructional and social-emotional support. Each Unit is made up of two grade levels: Unit A (grades 1 and 2); Unit B (grades 3 and 4); Unit C (grades 5 and 6) and Unit D (grades 7 and 8). Every Unit has a nucleus of four teachers, each of whom has a homeroom and teaches specific subjects. Students from both grade levels comprise most homerooms, while students remain within their grade for all content classes.

This distinctive system optimizes the learning community for students and teachers alike. Students master curricular content and skills in a supportive, consistent learning environment. They benefit both intellectually and socially from the integrated instruction and cross grade level interaction. Teachers benefit from being a part of a dynamic, collaborative team, which assesses student and group needs, documents progress, and plans instruction. They not only become content specialists, but they also solidify their knowledge of individual student’s unique skills and learning styles by teaching students for two years. “Specials” teachers provide instruction in their respective fields and work closely with Unit teachers to integrate curricula. Resource teachers team-teach, co-teach and work individually with students to provide assistance and enrichment.

St. A’s students strive to live up to high academic expectations. Standardized test scores are consistently near or within the top 10% in the nation. More than half of grade 5-8 students achieve Honor Roll status each quarter. Art students win awards in local, state and international competitions. Fourth graders win writing contests. French students achieve high rankings on the National French Exam. Seventh graders have been recognized for Project Citizen presentations. Students also thrive in this environment that seamlessly provides challenging classroom instruction and a vast array of before school, after school, and lunchtime activities to stimulate interests, talents and leadership.

Alumni excel as well. Within the past five years, four graduates have achieved National Merit recognition. Most place into high school Honors classes and maintain Honor Roll status. Many graduates attend prestigious universities. Alumni have also won acclaim as entertainment, military, business and non-profit leaders, daily living out the school’s mission.

Highly involved parents, alumni, faculty, staff and students comprise the dynamic community that makes St.A’s thrive. In addition to serving as guest speakers, coaches, classroom helpers and field trip

supervisors, parents teach enrichment classes and collaborate with teachers on service projects. The BE FAIR! Program, initiated by teachers and parents, particularly exemplifies St.A's community in action. BE FAIR! is an acronym for values such as empathy, friendship and respect that build self-esteem, promote positive interactions and discourage bullying. The entire school assembles monthly in multi-grade "families" to address each letter topic through presentations, discussions and other activities facilitated by parents and staff. A remarkable outgrowth of the program is the Be Fair! Players, a group of 8th graders who plan, write and rehearse skits for the next Be Fair! assembly. Recently, the BE FAIR! Players created and posted original anti-bullying vignettes on YouTube for school-wide discussion. The BE FAIR! Program has been a great venue for demonstrating talents and is developing a real sense of cooperation, camaraderie and leadership among students.

St. Athanasius School seeks Blue Ribbon recognition because its strong learning community excellently fulfills its mission. Challenging students to academic excellence, nurturing talents and gifts, and cultivating leadership in imitation of Christ inspires everyone involved to dream, to risk and to achieve. By welcoming participation from faculty, parents, students, parishioners and the broader community, St.A's creates a dynamic synergy in which all stakeholders eagerly invest their time, talent and resources toward each student's success.

1. Assessment Results:

A. Every elementary school in the Archdiocese of Chicago administers the nationally normed CTB/McGraw Hill Terra Nova Test in grades 3, 5 and 7 every spring. St. Athanasius School also administers the test in grades 4 and 6 to monitor individual and school performance more thoroughly. The Terra Nova test provides St.A's with an outside audit of student achievement. It helps staff identify not only individual student strengths and weaknesses but also strengths and weaknesses in instructional areas. Because the Terra Nova is aligned to Archdiocesan and national standards, it serves as a benchmark for how well St.A's students and programs are meeting and in most cases exceeding those standards. Since the Terra Nova is referenced to a National Norm, it also compares St.A's student performance to their counterparts across the country. St.A's Terra Nova scores are reported in National Percentile of the Mean NCE (NPMNCE). In 2011, NPMNCE Reading scores for grades 3-7 ranged from 79-92 --far exceeding the 85% Blue Ribbon cut score range of 65-71. NPMNCE Math scores for grades 3-7 ranged from 84-91, again significantly surpassing the 85% cut score range of 66-70. In keeping with the school's mission, which "challenges students to achieve academic excellence," St.A's expects its students to perform at a superior level. Over the past five years, students from St.A's have certainly lived up to that expectation, scoring near or above the top 10% of the nation. This record of performance validates the excellent academic program at St.A's and qualifies it for the Blue Ribbon School distinction.

B. Detailed analysis of cohort Terra Nova scores over the past five years reveals a steady improvement in achievement in both reading and math. Last year's 6th grade cohort best exemplifies this trend. In 2011, the 6th grade Reading NPMNCE score was an impressive 92 (BRS 85% cut score = 71). That same cohort scored 75 in 3rd grade, 87 in 4th grade and 86 in 5th grade. A similar trend is evident in that cohort's Math NPMNCE scores. As 6th graders their score was an outstanding 91 (BRS 85% cut score = 66). In 3rd grade, that cohort scored 77 in Math, followed by 85 in 4th grade and 86 in 5th grade.

The 2011 6th grade cohort's improved performance on the Terra Nova over the past four years can be attributed to a variety of factors. Foremost among them is the implementation of a systematic curriculum mapping and review cycle, which has resulted in improved alignment of the curriculum with national reading and math standards. In addition, the adoption of progress monitoring tools such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and easyCBM Math (Curriculum-Based Measurement) has increased faculty's ability to differentiate instruction. Finally, as a result of a comprehensive math review, daily math instruction was increased from 40 to 60 minutes at most grade levels (except 5th grade where instruction was increased to 80 minutes per day), and the upper grade math program was realigned to provide leveled math classes in grade 6 as well as grades 7 and 8. In fact, the 2011 6th grade cohort is the first to experience both the increased math minutes and a leveled math curriculum. Subsequent cohorts' performances will be closely monitored to substantiate the impact of these changes.

Ten percent (10%) of St.A's students have Individual Catholic Education Plans (ICEPs) and are entitled to various classroom, curriculum, and testing accommodations. While CTB-McGraw Hill does not include their scores in class averages, these students' scores reveal a steady improvement in achievement from grades 3-7 in both reading and math as well.

In addition to excellent reading and math scores, St.A's students perform at an equally high level on Terra Nova Language tests. 2011 NPMNCE Language scores were: grade 3 =83; grade 4=83; grade 5=87; grade 6=94; and grade 7=84. This performance clearly evidences students' ability to apply the spelling, vocabulary, punctuation, and grammar skills as they use the steps of the writing process to communicate content and convey meaning across the curricula. Differentiating instruction to meet students' needs plays a strong role in this success.

The InView Test of Cognitive Skills is a component of the Terra Nova test battery administered to St.A's students that measures inductive and deductive reasoning. Results generate anticipated scores that are compared to individual and group Terra Nova achievement scores. St.A's obtained scores are consistently higher than anticipated scores. For example, the 5th grade 2011 Science NPMNCE anticipated score was 71 and the NPMNCE obtained score was 83. Similarly, the 6th grade Reading NPMNCE anticipated score was 72 and the obtained score was 80, while the 6th grade Language NPMNCE anticipated score was 71 and the obtained score was 83. These examples of statistically significant differences between anticipated scores and obtained scores reflect the strength of the curriculum, the effectiveness of the instruction, and the effort of St.A's students.

2. Using Assessment Results:

a.) St.A's believes that generating standardized test scores is only part of the assessment process. Teachers combine many formal and informal evaluative methods to gain insights into the skills and abilities of each child. Standardized testing and research-based progress monitoring tools such as DIBELS and CBMs are used to inform curriculum and instruction, thus better helping individual students capitalize on their strengths and minimize their weaknesses.

When Terra Nova score reports are received, the Assistant Principal prepares a Quick Snapshot to compare current and previous year scores, thus immediately identifying any major disparities. Teachers then analyze the Quick Snapshot during Unit meetings. The Assistant Principal creates a longitudinal study of Terra Nova scores detailing the strengths and weaknesses on each sub test and objective. Units then meet with the Principal and Assistant Principal to analyze the results in terms of noticeable trends, individual performances and needs. Next, the data is shared at a faculty meeting where content area teachers analyze scores in terms of subject objectives. Teachers use curriculum maps that have been created as part of St.A's ongoing curriculum mapping and review process to identify any misalignment in timing or gaps and redundancies in content coverage. Action plans are then developed to address these issues.

To make more informed decisions regarding curriculum, instruction, and differentiation for individual students, St.A's invests in additional reports from CTB-McGraw Hill: the Lexile Report and the Item Analysis Report. St.A's uses the Lexile measures in two ways: to help parents select appropriately difficult books for their children; and to help teachers select classroom reading materials to differentiate instruction. The St.A's RtI team also uses Lexiles to provide tiered support to struggling readers. St.A's teachers use the Item Analysis reports to identify frequent subskill errors. Again, curriculum maps are consulted, possible causes are identified and remediation plans are implemented. As a result of this process, last fall teachers identified a relative weakness on subskills requiring a "constructed response". At several faculty meetings teachers studied strategies for improving constructed response scores across the curriculum. When spring Terra Nova data was imported into *InspireData*, faculty dynamically evaluated the effectiveness of the remediation, noting an overall improvement in student scores on "constructed response" items.

b.) St.A's shares student and school performance results in a number of ways. Teachers communicate both formally and informally with parents regarding their child's performance. Parents receive mid-quarter reports and quarterly report cards. Student Council conducts a quarterly assembly that recognizes Honor Roll students (grades 5-8), as well as students from Units B-D who have earned "Kudos" for behavior, effort, or attitude. School-wide parent conferences are scheduled every November, with optional conference times available at the end of first semester. Teachers also conduct frequent parent conferences throughout the school year at either staff or parent request. Parents and teachers also use email and telephone to communicate. This year, St.A's is implementing PowerSchool, a student information system, which provides parents and students with "real time" access to performance.

St.A's shares standardized test results by mailing individual student Home Reports to parents along with an explanatory letter giving an overview of the school's scores, highlighting the consistently outstanding

grade level scores, and providing some context to help parents interpret their child's results. In the letter, parents are encouraged to contact administrators or teachers for additional explanation of test data, or to discuss concerns about their child's performance. Parents are assured that staff will answer questions, help determine whether a problem exists, and will work with them to develop instructional strategies to help their child continue to achieve.

The excellence of St.A's assessment results and academics are also communicated to parents, the community at large and prospective school families through Parent Night presentations, the weekly eNews Notes, school marketing materials, Open House presentations, and Catholic Schools' week celebrations. St.A's also communicates assessment results by hosting school-wide information nights. One such information night featured a report from the Math Program Review conducted by Loyola University Center for Catholic School Effectiveness, outcomes from the annual Parent Survey, and St.A's Terra Nova results presented by the Director of Data and Research, Archdiocesan Office of Catholic Schools.

3. Sharing Lessons Learned:

St.A's spirit of collaboration and partnership extends to other schools and educational communities as well. Administration and teachers are always interested in learning what they can from other schools and sharing what they have learned in return. The principal currently chairs Council II3A (a local group of 11 Catholic school principals), serves as a board member on the Archdiocese of Chicago Principal's Association, mentors a new principal, and was invited to participate in Archdiocesan task forces on forming a Leadership Academy to train new principals and improving the teacher evaluation process. She shares St.A's strategies at all venues and elicits constructive comments and suggestions.

Council II3A regularly schedules joint professional development days where teachers participate in breakout sessions and share successful lessons and best practices. In addition, teachers visit other schools to observe the implementation of different instructional methods in the classroom.

St.A's teachers eagerly seek out opportunities to share excellence. One, who has organized and led an outstanding educational French trip for 7th graders for 16 years, mentors other teachers interested in traveling internationally with middle-schoolers. Other teachers have presented their successful instructional strategies at the Archdiocesan Technology Conference and Loyola University. Recently, one of our staff members contributed at a national level as a member of the Library of Congress Teaching with Primary Sources Mentor Advisory Group (a core group of educators assisting the Library in developing its digital teachers' network).

Observers and educators are also welcome to learn from St. A's. Teachers from France and the Netherlands, the Bishop of Uganda and the Mayor of Evanston have been hosted. Practicum and student teachers from Northwestern, DePaul, North Park, Loyola, Illinois State, Dominican and Concordia universities have all been welcome at St.A's.

However, the best way to share St.A's success is through its students. An informal poll of new families revealed that the presentations conducted by students during Open House were the most influential factor in their decision to enroll at St.A's. St.A's students are inquisitive, intelligent, articulate and reflective. Students have presented their powerful Child Labor and Fair Trade public service videos at the Archdiocesan Technology Conference and at Loyola University. Seventh graders convincingly made Project Citizen presentations to a group of Chicago civic leaders. St.A's administration, faculty, and students truly exemplify the academic excellence that St.A's fosters and the Blue Ribbon Schools program seeks to recognize.

4. Engaging Families and Communities:

St.A's uses both outreach and "inreach" strategies to engage family and community members in student success. St.A's reaches out to the community to provide resources to enrich students. St.A's has recently been the recipient of Best Buy, Office Max, and Captain Planet awards, an Archdiocese of Chicago technology grant, a Frankel Family Foundation grant, and two Scholl Foundation grants. St.A's also reaches out to the community by expecting students to share their unique talents with others. By serving as an authentic audience for St.A's students, the community provides motivation and validation for student success. Many St. A students have won awards and other recognition in local, state and international competitions including the Young Evanston Artists Festival, the State Attorney General's Anti-Drug Poster Contest, the Chicago Bulls art contest, the Sakura Craypas competition, and local newspaper writing contests. Band and choir members share their musical gifts during concerts, liturgies, pep assemblies, the Christmas Program, the Talent Show and other events. The annual Fine Arts Night thrills visitors with the year's artwork and musical performances.

"Inreach" strategies focus on inviting others to actively participate at St.A's. Parents, relatives, friends and parishioners form a supportive network that motivates student achievement and contributes to St.A's emotional and institutional vitality. St.A's parent community is comprised of many highly trained and talented professionals, corporate leaders, educators, and service providers, who generously volunteer their time and expertise to assist St.A's in and out of the classroom. Similarly, St A's capitalizes on its location near Northwestern University and the Evanston business community to enrich educational offerings. In September, the football team was invited to scrimmage during half time of a Northwestern football game. Members of the NU football team then addressed a school assembly and now serve as scholar athlete role models for students. Northwestern science and music faculties and students have served as guest speakers in various classes and on Science Day, and have contributed their expertise to science and music programs. Recently, St.A's formed a partnership with NU Speech, Language and Learning Clinic to provide services at St.A's. Local businesses, too, have contributed guest speakers, skills and supplies to assist St.A's educational mission. Recently Unit A students presented area businesses and residences with handmade art and greeted them with a song and "thank you". The first Good Neighbor Day was a huge hit!

1. Curriculum:

A St.A's parent recently expressed, "If you could only bottle what you have here, you could make millions of dollars." What St.A's has is a learning community which embodies the school mission of providing academic excellence, developing students' talents and gifts, and inspiring them to become community leaders in imitation of Christ. St.A's comprehensive curriculum is aligned with Archdiocesan and state standards and the National Educational Technology Standards for Students (NETS*S) and is in the process of being aligned to the Common Core Standards.

Religion

Faith is at the core of St.A's program, and is expressed through love and respect for God, self, and others. Through prayer, scripture, tradition, worship and service the community builds a relationship with God that shapes a Catholic worldview and values.

Language Arts

Writing, grammar and mechanics instruction produces confident writers who skillfully express themselves. Students write across the curriculum using creative, expository, research, narrative and persuasive writing. Their "voice" is captured in speeches, essays, power point presentations, wikis and iMovies.

Science

Students experience earth, physical, and life science and the scientific method through hands-on science inquiry integrated with standards-based texts at every grade level. Kindergarten's weekly themes, middle level "wacky science", and upper grade dissections and experiments enhance learning. An Illinois prairie ecosystem developed by St.A's faculty, funded by the Scholl Foundation, and created by third and fourth graders in the school courtyard provides problem-based, interactive learning for the entire school.

Visual and Performing Arts

The visual and performing arts program truly develops students' unique talents. Outstanding components include art production, history, and criticism; music history, theory, composition and performance; drama; and dance. Art students exhibit and win awards in a number of venues. Choir, Cadet and Concert Band, and on-site private lessons in ten instruments extend student opportunities. The annual St.A's Talent Show highlights acting and dance skills from Drama and Dance enrichment classes.

Physical Education

St.A's developmentally sequenced program helps K-8 students apply principles of movement, teamwork, competition, fair play and leadership that promote physical, emotional, social and spiritual well being.

Health

Classes foster sound nutrition, positive habits and healthy peer relationships. Students also study disease and alcohol and drug abuse prevention. Sessions at the Northwestern University training facility and university and parent guest speakers enhance the program.

Foreign Language

St.A's rich French and Spanish programs far exceed BRS requirements. K-4 classes introduce students to French and Hispanic language and culture. The grade 5-8 text-based program aligns with freshman language requirements. St.A's foreign language program is enriched with Total Physical Response, authentic dialogues, field trips, online practice and summer trips to France and a Spanish-speaking country. All St.A's students who study high school French place into French II or Honors French II

classes. The goal is to make the Spanish program (which is only 4 years old) as strong as the well-established French program.

Technology

St.A's believes that technology should be used not only to encourage the development of students' technological literacy skills, but more importantly to foster the learning of core content in pursuit of academic excellence. K-8 students access, manage, integrate, and evaluate information, construct new knowledge, and communicate with others via the school's up-to-date iMac computer lab; laptop cart; interactive white boards; and many peripherals.

Co-Curricular Learning

Football, Cheerleading, Volleyball, Basketball, Track and Golf provide skills and competition. Recess Retreat supplies more than 200 students with high interest lunchtime enrichment such as robotics, yoga, sports statistics, drama, dance and journalism. Big Brothers/Big Sisters and Reading Buddies stimulate friendship and academics. Book, Chess, Ecology, and Spanish Clubs also make learning fun. Service projects nurture compassion and the yearning for social justice.

2. Reading/English:

St.A's teachers not only ensure that all students "learn to read" in the primary grades, but also help students make the critical transition to "reading to learn" at the middle and junior high levels. This commitment is evidenced through a three-pronged approach: research-based reading strategies tailored to meet student needs; availability of support staff; and continuous evaluation of individual progress.

St.A's is committed to blending the best elements of "whole language" and literature-based programs with a strong emphasis on phonics to meet the needs of all emerging readers. Classroom teachers use balanced reading, writing, and listening instruction to help students master reading fundamentals: letter recognition, phonemic awareness, decoding, fluency and comprehension. FUNdations, a Wilson-based program, provides phonological and phonemic awareness, phonics instruction and spelling strategies that appeal to all levels of young readers. Read Naturally emphasizes decoding and fluency practice for the struggling reader. Flexible guided reading groups, echo reading, paired reading, and independent reading demonstrate that quality instruction, good modeling and plenty of practice enhance skills.

Full time teacher aides in each K-3 classroom support reading mastery by providing immediate feedback and practice to individuals and small groups. Four FTE resource teachers administer monthly DIBELS assessments for progress monitoring and collaborate with reading teachers to analyze DIBELS scores, Terra Nova tests, Lexile Reading Development Guides and classroom assessments, thus identifying student's progress and needs. The team then implements strategic interventions for struggling and advanced readers.

Building on the strong reading foundation achieved in grades K-4, teachers help students in grades 5-8 transition to more difficult, content-rich materials including textbooks, novels, plays, poetry, and primary sources. Teachers incorporate note taking and outlining as students learn to comprehend challenging science and social studies texts, and they learn annotation skills for deeper comprehension and literary analysis.

Reading strategies are integrated across the curriculum. For example, Unit A students read the book *Winnie Finn: Worm Farmer* in a science unit on composting. Math students in Unit B benefit from *The Greedy Triangle*, a book designed to introduce geometry concepts. Unit C students read *Johnny Tremain* at the same time they study the Revolutionary War in social studies and 8th graders analyze the classic *To Kill A Mockingbird* while they explore the Civil Rights Movement in U.S. History. Finally, St.A's instills a love of reading through weekly interactive library classes (K-6), book chats, reading buddies, and the annual book fair.

3. Mathematics:

Two realities shape St. Athanasius School's mathematics curriculum: the practical need for everyday math skills, and the competitive reality that students need accelerated skills to apply for highly selective high schools and universities. Therefore, St.A's develops students' mathematical skills via the *University of Chicago Everyday Math (EDM) Program* (K-6) and accelerates achievement for top math students via creative team teaching (5) and leveled math classes (6-8).

Through hands-on activities and cooperative learning, students (K-4) discover and explore math concepts. St.A's teachers supplement the EDM curriculum with extensive drill, practice and problem solving. Heterogeneous Math 5 classes utilize a unique two-level approach that builds skills and confidence in all learners: at the beginning of each instructional unit, pre-test results place students in the regular or accelerated group. Unit by unit, student groupings remain fluid and math specialists alternate teaching the regular and accelerated groups.

Grade 6 offers two levels: Everyday Math 6 and Transitions Pre-Algebra. Grade 7 offers three levels: Math 7-8 solidifies arithmetic skills in a self-paced environment. Pre-Algebra prepares students for Algebra I. Algebra I provides the opportunity for students to place into eighth grade Geometry at local high schools. Grade 8 offers four differentiated levels: Math 8 is a self-paced Pre-Algebra course for those who need resource support. Algebra I prepares students for high school Geometry. Accelerated Algebra I prepares advanced students for high school Honors Geometry. Students who qualify take Geometry at local high schools. In addition, an 8th grade test prep class enhances preparation for high school math placement tests.

The unique configuration of classes and personnel enables our teachers and aides to meet needs for remediation and acceleration. Teacher Aides assist students in grades K-3. Resource teachers supplement math instruction in grades 4-6, and provide 1-on-1 help to self-paced Math 7 and 8 students. Math specialists conduct math classes (5-8) and regularly offer before school help. Students who are performing at, below or above grade level are identified through easyCBM Math progress monitoring (K-6), Terra Nova tests, and formative and summative assessments. St.A's most talented math students are challenged by accelerated coursework and enrichment opportunities.

Instructional methods include plenty of manipulatives and games; interactive online programs such as IXL and Education City; certificates for students who master math facts; math contests; the Principal's Multiplication Challenge; and Math, Science and Technology Day.

4. Additional Curriculum Area:

St.A's offers a comprehensive and rigorous social studies curriculum aligned with National Social Studies Standards, which begins in Kindergarten with the study of families and the local community, and culminates in Unit D's focus on modern world geography, politics, U.S. government and history. Students use maps, globes, charts, tables, primary sources, and interactive computer simulations. They participate in collaborative projects, and pursue individual investigations in addition to studying social studies texts, to master domain skills and develop enduring understandings of historical, political, and cultural issues and events. St.A's is committed to providing a strong foundation in history, government, and democracy to all students to prepare them to become responsible citizens of their communities, country, and the world. Across all grade levels, civic engagement is fostered through discussion of current events, involvement in community service projects, and development of student leaders. Seventh grade participation in Project Citizen illustrates this engagement.

What makes the social studies curriculum exceptional is the addition of two courses: Humanities (a 6th, 7th and 8th grade elective) and a required 8th grade Capstone course. Humanities, developed by two faculty members who are Fellows of the Library of Congress, incorporates web-based archival resources of

America's Library and other primary sources to enrich students' understanding of key eras of the past and make connections to the present. The Civil War, Immigration, The Depression, and WWII, have all been explored in depth over the last 12 years. The focus of this year's inquiry-based class is Child Labor. Students recently explicated child-labor-reform poems, which were published in 1905 in the *Chicago Tribune*. Their study will culminate with the creation of a public service video addressing the plight of child laborers today.

The 8th grade Capstone course challenges students to identify, investigate and act on contemporary issues in light of moral values. Drawing on the knowledge and skills developed during their studies at St.A's, students identify an issue impacting society today, research the issue, problem-solve to discover how they can make a difference, and then design and implement a service project to effect that difference. Currently students are organizing a community-wide donation drive for Connections for the Homeless; initiating an ewaste recycling drive with Avenues Recycling; and in response to the drought in Somalia, are using the search engine "Good Search" to develop a donation drive for International Medical Corps.

5. Instructional Methods:

St.A's incorporates a variety of instructional resources and methods to meet every student's academic needs. Technology is used not only to identify individual needs through progress monitoring tools (DIBELS, easyCBMs) and programs like *InspireData* (which allows staff to visually explore and analyze data), but also to better meet the needs of all students. In addition to productivity software (Office and PowerSchool), teachers routinely use a variety of digital tools such as Smart boards, Skype, document cameras, and virtual field trips to enhance teaching. Teachers also incorporate online learning modules, wikis, and blogs via Moodle to support student learning. For example, an online discussion thread created for literature study enabled several students whose voices are seldom heard in classroom discussion to make significant contributions. St.A's teachers also use technology to develop students' creativity and problem-solving skills. All students are expected to become skilled at using digital tools and to apply those skills to demonstrate content mastery. In addition, St.A's incorporates assistive technologies to enhance the learning and performance of students. Students with diagnosed learning differences systematically use audio books, mp3 players, Neos, laptops and computers equipped with Solo Suite and Co-Writer.

The Unit system itself is another tool that helps differentiate instruction for students. Teachers develop rapport and acquire extensive knowledge of students' learning styles and academic and emotional strengths and weaknesses over a two-year period. This knowledge enables teachers to more easily recognize who needs help and who needs to be challenged during specific lessons. As a result, creative lesson plans that target instruction and assessment to the needs of individuals and groups are developed. Unit, cross-grade, subject specific and administrative meetings also provide planning opportunities for differentiated instruction. Guided reading groups, heterogeneous groups, and leveled math classes keep motivation high for all students, while providing specialized instruction.

The most significant tool in meeting students' needs, however, is the Learning Resource team (4FTE). This team supports both staff and students in St.A's inclusive educational model. Ten percent (10%) of St.A's 337 students have documented Individual Catholic Education Plans (ICEPs). Many others receive RtI tiered support. Accommodations include extended time; time management planning; pacing long term assignments; smaller setting; reading assistance; modified tests; modified assignments; preferential seating; and the use of assistive technologies.

6. Professional Development:

"If we teach as we taught yesterday, we rob our children of tomorrow." John Dewey's words have never rung more true than in today's world. St.A's provides robust professional development opportunities led by expert staff and outside consultants that are designed to keep teachers abreast of emerging educational trends, strengthen adoption of best practices, and develop technology competencies to better support

today's students. Professional development at St.A's falls into several major categories: curriculum mapping; differentiation; assessment; Response to Intervention; student and family issues; crisis management and safety; technology; data collection; and analysis of program effectiveness and student progress.

Through regularly scheduled in-service days, weekly faculty meetings, and workshops throughout the year and during the summer, teachers are expected to be strong "learners" in their own right. Whether mastering the application of differentiated instruction in an elementary classroom, analyzing assessment data and trends, utilizing backwards design to create effective lessons, becoming proficient in managing the Moodle interface and PowerSchool attendance and grading system, or understanding the tiered support of St.A's RtI model, teachers and administrators are continually developing their educational skill sets.

The recent Parent-School Organization (PSO)-funded Summer Tech Institutes are an excellent example of the school-wide commitment to professional development. Technology resource and integration specialists developed a differentiated instructional approach to address the needs of both the "early adopters" and the less tech-savvy members of the staff. They provided large and small group training as well as individualized instructional support on new equipment (iMacs, document cameras, interactive whiteboards), new applications such as Googledocs, Inspiration, and Moodle (a course management system), and on best practices for appropriately integrating technology into instruction.

Another important component of St.A's staff development is the mentoring program for new and beginning teachers. In addition to being assigned a staff mentor to assist him or her when transitioning into the St.A's learning community, each new teacher attends quarterly meetings led by school administrators that focus on St.A's procedures, classroom management, curriculum, and best practices. The Unit structure provides additional support as experienced teachers work closely with teachers new to St.A's, acquainting them with student and class needs during weekly Unit meetings.

Finally, each staff member is allocated an annual professional development stipend, which can be used for professional memberships, graduate classes, or to attend local, state or national educational conferences.

7. School Leadership:

As a Chicago Archdiocesan School, St.A's is accountable to the Cardinal, the Superintendent of Catholic Schools and the pastor of St.A's parish. Direct local leadership resides in the hands of the school's principal, assisted by the various school constituencies. While the principal assumes ultimate responsibility for final decisions regarding all aspects of the school's administration, she nurtures a powerful collaborative partnership among all members of the St.A's community. St.A's believes that more participation leads to greater investment in and ownership of the school's mission.

To improve student achievement, the principal initiated the academic eligibility policy, the interconnected curriculum mapping /textbook adoption cycle, and the school-wide Math review. She stimulated additional standardized test analysis and worked with School Board to allocate funds for technology, resources for differentiation, and additional resource teachers. Collaborating with administrators and teachers, she adjusted the school schedule and established Unit Representative meetings, thus devoting more faculty meetings to professional development and curriculum planning.

Whether individually or at scheduled meetings or special conferences, faculty input and expertise are highly valued, especially regarding all aspects of improving student achievement. Faculty also lead and serve on the Technology Committee, Athletic Council, Environmental Sustainability Committee, and Service Committee. They coordinate the Extended Day Program and Recess Retreat. They advise student clubs and coach athletic teams. They serve as Unit Representatives, and chair various school-wide events.

Parents are also vibrant partners in StA's learning community. They serve on the School Board, Development Council, and Athletic Council, in addition to the Technology, Education, Marketing, Finance, Beautification, Uniform, and Environmental Sustainability Committees. They also lead the highly active Parent School Organization and the Booster Club. Parents annually spearhead the fundraising and development efforts, this year raising more than \$300,000 to maintain St.A's fiscal vitality.

In keeping with the school's mission to inspire students to become leaders in imitation of Christ, students are also involved in relevant decision-making activities. Through a strong Student Council and service on several school-wide committees, students have a voice in matters that directly impact them. They serve on the Uniform, Environmental Sustainability, and Service Committees. As a result of a recent student presentation on developing an iPad pilot project, students will have a voice on the Technology Committee as well.

It takes a strong, skilled leader to be able to effectively administer an academically excellent school using the participative model of leadership. St.A's is blessed to have just such a leader.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV147

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5731</u>	<u>\$5731</u>	<u>\$5731</u>	<u>\$5731</u>	<u>\$5731</u>	<u>\$5731</u>
K	1st	2nd	3rd	4th	5th
<u>\$5731</u>	<u>\$5731</u>	<u>\$5731</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7052

5. What is the average financial aid per student? \$1865

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	79	79	77	74
Number of students tested	38	35	33	33	34
Percent of total students tested	93	88	94	89	92
Number of students alternatively assessed	3	5	2	4	3
Percent of students alternatively assessed	7	12	6	11	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB-McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	83	77	75	69
Number of students tested	38	35	33	33	34
Percent of total students tested	93	87	95	89	92
Number of students alternatively assessed	3	5	2	4	3
Percent of students alternatively assessed	7	13	5	11	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	91	85	74	83
Number of students tested	39	33	33	34	31
Percent of total students tested	93	94	89	92	91
Number of students alternatively assessed	3	2	4	3	3
Percent of students alternatively assessed	7	6	11	8	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	89	87	75	83
Number of students tested	39	33	33	34	31
Percent of total students tested	93	94	89	92	91
Number of students alternatively assessed	3	2	4	3	3
Percent of students alternatively assessed	7	6	11	8	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	86	78	89	92
Number of students tested	33	34	37	32	36
Percent of total students tested	92	92	93	91	95
Number of students alternatively assessed	3	3	3	3	2
Percent of students alternatively assessed	8	8	7	9	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	86	69	84	91
Number of students tested	33	34	37	32	36
Percent of total students tested	92	92	93	91	95
Number of students alternatively assessed	3	3	3	3	2
Percent of students alternatively assessed	8	8	7	9	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	91	82	87	91	93
Number of students tested	31	34	34	39	33
Percent of total students tested	86	92	92	96	97
Number of students alternatively assessed	5	3	3	2	1
Percent of students alternatively assessed	14	8	8	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	92	86	86	86	83
Number of students tested	31	34	34	39	33
Percent of total students tested	86	92	92	96	97
Number of students alternatively assessed	5	3	3	2	1
Percent of students alternatively assessed	14	8	8	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	93	93	89	87
Number of students tested	27	35	36	35	30
Percent of total students tested	79	90	95	98	88
Number of students alternatively assessed	7	4	2	1	4
Percent of students alternatively assessed	21	10	5	2	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3/2007, 2/2000 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	82	88	82	82
Number of students tested	27	35	36	35	30
Percent of total students tested	79	90	95	98	88
Number of students alternatively assessed	7	4	2	1	4
Percent of students alternatively assessed	21	10	5	2	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2007 and 2007 -2008 tests were Terra Nova 2nd edition published in 2000. 2008-2009, 2009-2010, 2010-2011 were Terra Nova 3rd edition published in 2007					

12PV147